



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

January 23, 2019

Dr. Dan Roach
Washington Comm. Schls: #1405
301 E St
Washington, IN 47501

Dear Dr. Dan Roach,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Lena Dunn Elementary School's** renewal application was accepted and SIG funds will continue for SY 2018-2019.

In accordance with your application and available funding, you are being awarded **\$183,172.67** for the 2018-2019 school year. Funds for this grant period are available from July 1, 2018 and must be expended by September 30, 2019.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2018-2019
Cohorts 6 - 8- Early Learning Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Washington Community School Corporation			1405
School	Lena Dunn Elementary		School #	1103
Superintendent Name	Dr. Dan Roach		Email	droach@wcs.k12.in.us
Title I Administrator Name	Kevin Frank		Email	kfrank@wcs.k12.in.us
Principal	Jeanette Lobeck		Email	jlobeck@wcs.k12.in.us
Telephone	812-254-8366	Fax	812-254-9420	
SY 2018-2019 Allocation	186,608			



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 7, 2018
Application Due	Renewal application must be submitted to IDOE	July 7, 2018
Application Review	Renewal applications reviewed by IDOE	July 7 – August 7, 2018
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 7, 2017
SY 17-18 Artifact Due	Outcome Artifact from SY 17-18 will be emailed to 1003g@doe.in.gov	June 30, 2018

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

Federal Program Title:	School Improvement Grant
Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A00180015A

Instructions: Please complete the table below regarding who was involved with the grant process.



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Staff Members Consulted and Part of the Renewal Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Dr. Dan Roach	Superintendent
Kevin Frank	Asst. Superintendent/Title I Director/Title III Coordinator
Jeanette Lobeck	Principal
Gretchen Miles	Data Coach, LEAD Team Member
Lynsey Gress	Title Teacher/LEAD Team Member
Kristin McGuire	Title Teacher/LEAD Team Member
Laura Allison	K Teacher/LEAD Team Member
Jessica Butcher	5 th Teacher/LEAD Team Member
Christe Newkirk	Social Worker/LEAD Team Member
Brenda Jones	Special Education Teacher
Juana Santos	ELL Teacher
Carrie Alford	Corp Treasurer/PTO
John Dudenhoeffer	Community Partner/GPC
Linda Myers	Community Partner/Daviess County Foundation
Cindy Barber	Community Partner/Daviess County Leadership Team

Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.



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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	Click here to enter a date.
Title I Administrator Signature:		Date:	Click here to enter a date.
Principal Signature		Date:	Click here to enter a date.

Part 4: Achievement and Leading Indicators SY 16-17

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 2015- 2016	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	31.7%			35%	27%	42%		48%		54%	
Percent of students proficient on ISTEP (ELA) (3-8)	47.6%			50%	41%	55%		60%		65%	
Percent of students proficient on ISTEP (Math) (3-8)	36.8%			44%	34%	50%		55%		60%	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	80.8%			83%	70%	85%		88%		90%	
Leading Indicators	Baseline SY 2015 - 2016	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	63,000			63,000	63,000	63,000	63,000	63,000	63,000	63,000	
2. Number of daily minutes of math instruction	60			90	90 3-6 60 K-2	90	90 3-6 60 K-2	90	90 2-6 60-K-2	90	
3. Number of daily minutes of ELA instruction	90			90	90	90	90	90		90	
4. Student attendance rate (must be % between 0 and 100)	96.1%			96.5%	94.2%	97%		97%		97%	



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Leading Indicators	Baseline SY 2015 - 2016	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	12			8	128	100	128	80		60	
6. Expanded Learning Time (total number of hours offered)	SS 24			SS 24	SS 24	SS 24 SB 36	SS 24 SB 36	SS 24 SB 36		SS 24 SB 36	
7. Number of discipline referrals	642			575	1004	575	111	100		80	
8. Discipline incidents – number of suspensions and/or expulsion	SUS--37 EXP--	SUS--30 EXP--	SUS--69 EXP--	SUS--30 EXP--	SUS--69 EXP--	SUS--50 EXP--	SUS--85 EXP--1	SUS--70 EXP--	SUS-- EXP--	SUS--60 EXP--	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN-- IMP--1 EFF--18 HEFF--8	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP--1 EFF--7 HEFF--13	IN-- IMP-- EFF--5 HEFF--16	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	93.6%			91.7%	91.6%	92.0%	95.37%	95%			
11. Teacher retention rate (must be a % between 0 and 100)	75%			83%	84%	85%	85%	87%		89%	

***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 17-18—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 17-18—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 18-19 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis	
Strengths: <ul style="list-style-type: none"> • Kids at Hope Mindset among students and staff • Vincennes University within 30 minutes • Community Support 	Areas of Improvement: <ul style="list-style-type: none"> • Effective Instruction • Consistent student engagement • Teachers understanding rigor of standards
Opportunities: <ul style="list-style-type: none"> • Continuation of year 2 Kids at Hope Mindset • Minds in Motion implementation • Professional Development in effective instruction 	Threats: <ul style="list-style-type: none"> • Continued teacher turnover • Disconnect among departments in the district that prevents project completion • Mental health status among students

Projected Outcomes for SY 18-19

- LEAD Team to embrace and mentor new staff
- Teaching assistant training monthly to support assistants
- Utilization of alternative learning areas
- Destination Events each quarter
- Focused professional development for increasing teacher effectiveness building wide

Part 6: SIG Implementation SY 2018-2019

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY17-18 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	<ol style="list-style-type: none"> Continued use of Teacher Evaluation system which uses student growth as a measure. Specific competencies will reflect professional development opportunities provided in grant. Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items will be chosen and assigned at each meeting. Implementation of Phase 2 of Kids at Hope, Training of all faculty and staff. Attendance for team at Kids at Hope Master's Institute. Team will be presenting to Master's. 	Multiple Phases (Multiple Quarters)	<ol style="list-style-type: none"> No Cost No Cost \$15,000 Tuition \$1,500 per team member (4) \$6000 Room for 7 nights x 4 	<ol style="list-style-type: none"> Professional growth plans will be developed for each teacher, setting measurable objectives for targeted competencies. Teachers will meet with Principal to discuss objectives to gauge if professional development is being used to improve instructional practices. Action 1: Meeting agendas will be provided prior to meeting. Minutes will be taken. Staff surveys will be provided 3 times a year to gauge perception. Data Coach will gather results for end of year report. Team will develop plan of action for implementation of year 2 for Kids at Hope. Timeline will be shared w/staff. Destinations implementation for this year school wide. Belief activities will continue. Training of all new staff in Kids at Hope.

			\$4,000 Travel Flight \$1,500 Car rental \$375.00 Baggage 1 bag per team member \$200 Food Per Diem \$55/day for 8 days \$1,760 Supplies for conference presentation and books \$1,165	
Develop Teacher Effectiveness	<ol style="list-style-type: none"> 1. Data Coach, Gretchen Miles, will assist with data collection and disaggregation of data and will lead the staff in analyzing collected data. 2. Full Staff training and implementation of Minds-In-Motion maze 3. Book study available for all teachers. Each LEAD Team Member will lead a small group book study utilizing Marzano's "New Art and Science" publications that are set for release this summer/fall. Teachers will use observation feedback as well as their own professional plan to choose which group they would like to join. 	Multiple Phases (Multiple Quarters)	<ol style="list-style-type: none"> 1. No Cost 2. \$1,725 3. \$1,260 	<ol style="list-style-type: none"> 1. Student growth data will be utilized to measure impact of implementation of strategies from PD focus. 2. Teachers will earn PGPs. This money will be used for Guest Teachers to allow training for full staff in Minds in Motion. 3. A sign-in sheet will be used to track teacher participation in professional development sessions. Participants will receive professional growth points for participation (as pre-determined by Dr. Roach). Teachers will utilize strategies to improve classroom practices. Teacher

	Beginning teachers will be participate in “The Beginning Teacher’s Field Guide: Embarking on Your First Years”.			surveys will be given to teachers to measure relevance of pd to classroom practice.
Implement Comprehensive Instructional Reform Strategies	<ol style="list-style-type: none"> 1. Regular IDOE monitoring visits and Paths to Quality rating assessments 2. Principal, Jeanette Lobeck, Lead team members and IDOE will meet regularly to review financial records and monitor expenditures as outlined in the grant. 3. Design and implementation of Phase 3 of Outdoor Learning Area. 	Multiple Phases (Multiple Quarters)	<ol style="list-style-type: none"> 1. No Cost 2. No Cost 3. \$25,000 	<ol style="list-style-type: none"> 1. Reports and progress shared with LEAD Team and Faculty 2. Financial reports will be available through Google drive. 3. Creation of Outdoor Learning Area-this phase will be used for construction of Outdoor Classroom/Learning area <ol style="list-style-type: none"> a. \$10,000 to purchase /build outdoor classroom structure b. \$10,000 to purchase outdoor seating. c. \$5,000 to purchase/build additional shade areas.
Highly-Qualified Early Learning Staff <ul style="list-style-type: none"> • Certifications • Early Learning Professional Learning 	<ol style="list-style-type: none"> 1. Principal will be assigned a Mentor through Paths to Quality. 2. Principal, Preschool teacher and Preschool Assistant will attend 2019 Early Childhood Preschool Conference in Indianapolis. 	Multiple Phases (Multiple Quarters)	<ol style="list-style-type: none"> 1. No Cost 2. \$3,000 Lodging 160/night for 2 nights x3 \$1,440 Food \$55/day for 3 days X3 \$495 	Acquiring Level 3 Paths to Quality Status in the first year of Lena Dunn Preschool.

	3. Preschool teacher and Principal will visit other area level 4 Paths to Quality preschools.		Travel Parking \$45 day for 2 days x 2 \$180 Conference materials and books \$885 3. \$300	
Early Learning Program <ul style="list-style-type: none"> • Full Day Kindergarten • Full Day Pre-K • Pre-K Class Size < 20; ratio of 10:1 • Age and Developmentally Appropriate Curriculum 	1. Licensed teacher will be secured with BA in early childhood education or related field with State approved Pathway 2. Hire Teaching Assistant for Preschool to keep ratio 10:1 3. Hiring Grade Level Teaching Assistants K-3 Ratio w/o/ assistant Ratio w/assistant K 23-1 15-1 1 24-1 16-1 2 28-1 19-1 3 28-1 19-1 \$11,626/180 days/29 hrs wk/x 4 assistants 4. Purchase Preschool Materials	Multiple Phases (Multiple Quarters)	1. \$49,000 2. \$11,626 3. \$46,505 4. \$1,000	Successful selection of highly qualified licensed preschool teacher and teaching assistant. (Contract, resume)
Kindergarten Transition Program		Choose an item.		
Increase Learning Time	In collaboration with community partners, Lena Dunn will create a summer program of learning opportunities for each grade level. Transportation will be provided. Lunch will be provided in partnership with Sodexo. Parent and Volunteer Liaison, along with committee members will seek community partners to sponsor	Phase Five (Summer Session)	4 teachers x 3 weeks x 4 days/week x 4 hours/day x \$31/hour =	Attendance records and summer learning brochures created. Parent/student surveys rating summer learning experiences. Dibels/TRC and Mindplay data reveal an annual decrease in acquired skills over the summer months. Providing students with opportunities

	summer programs for our students in STEM, the arts, or athletics.		\$5,952 each year 2 teaching assistants for 16 hours for 3 weeks (48 hours) \$1,440 Transportation - \$4,000	to experience music, art, drama, athletics, etc. throughout the summer months will further increase language and social skills, keep students engaged with Lena Dunn faculty and staff throughout the summer and provide ample opportunities to utilize reading, math, critical thinking and language skills that have been developed throughout the school year. This will also provide organized activities that our students typically are not able to participate in due to family financial barriers. It is believed that BOY Reading data will show less of a decrease in performance measures than has been experienced in past years.
Create Community-Oriented Schools	<ol style="list-style-type: none"> 1. Hiring of Parent Liaison to facilitate parent programs and parent communication. 2. Grade level teams will collaborate with Title and Preschool teachers to develop a parent/ community involvement plan. This will include parent classes, guest speakers, and family programs. <p>Parent Empowerment Program (PEP) will be held each month for the families of Lena Dunn. These events will be grade appropriate and will incorporate parent education classes and healthy family interactions. Each event will include hands-on activities and parents will leave with tools to take home to implement strategies and activities learned through PEP.</p>	Multiple Phases (Multiple Quarters)	1. \$10,800 2. \$1,564.67 3. \$5,000	<ol style="list-style-type: none"> 1. A community partners web-site will be developed and maintained. 2. Parent surveys will be provided at conclusion of all events for feedback.

	3. Kids at Hope Destination Events Quarterly			<p>3. By the end of the 2018-19 School Year, all students in will be able to articulate goals in each of the Four Destinations:</p> <ol style="list-style-type: none"> 1. Home and family 2. Hobbies and Recreation 3. Service and Community 4. Education and Career. <p>Sixth grade students will host “HOPE NIGHT”. Students will showcase “HOPE Boards” that they will present to parents and community partners.</p>
Provide Operational Flexibility	1. Through review of observation data, student growth data and teacher surveys, a yearly professional development will be created and aligned to the SIP.	Choose an item.	No Cost	School wide Improvement Plan
Sustain Support		Choose an item.		

Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2018-2019 and how this will be aligned to your grant and the key area.



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Lena Dun will submit a video that will feature students utilizing the components of the Early Learning model. Specifically showcasing the Outdoor Learning Area, Preschool, Minds in Motion Maze, Destinations Events and HOPE Night.

Part 8: Budget SY 18-19

Instructions: The budget will be completed in a separate Excel workbook for SY 2018-2019, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.




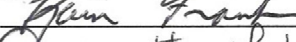
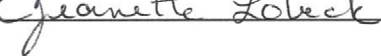
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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	7/3/18
Title / Administrator Signature:		Date:	7/3/18
Principal Signature		Date:	7/3/18

Part 8: 1003g SIG Budget SY 18-19	
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Complete the budget below:

SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account ↑ Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 43,961.60	\$ 61,296.00	\$ 10,990.40	\$ -	\$ -	\$ -	\$ -	\$ 1,000.00	\$ -	\$ -	\$ 117,248.00
21000	Support Services - Student	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22100	Improvement of Instruction (Professional Development)	\$ -	\$ -	\$ -	\$ -	\$ 15,000.00	\$ -	\$ 3,300.00	\$ 1,260.00	\$ -	\$ -	\$ 19,560.00
22900	Other Support Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,000.00	\$ -	\$ 25,000.00
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27000	Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,000.00	\$ -	\$ -	\$ -	\$ 4,000.00
33000	Community Service Operations		\$ 10,800.00		\$ -	\$ -	\$ -	\$ -	\$ 6,564.67	\$ -	\$ -	\$ 17,364.67
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 43,961.60	\$ 72,096.00	\$ 10,990.40	\$ -	\$ 15,000.00	\$ -	\$ 7,300.00	\$ 8,824.67	\$ 25,000.00	\$ -	\$ 183,172.67
Indirect Cost Rate %:		0.00	Subtract the amount above \$25,000 (per individual contracted service) from your total budget:									\$ -

Budget Narrative		2024	2025	2026
1	2024	2025	2026	
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81	2024	2025	2026	

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
\$1,260 Marzano Book study and New Teacher Study \$5,000 supplies for Destinations Events costs each quarter \$1,564.67 for Parent Involvement/Community Events costs \$1000-Pre-school supplies	\$25,000-Design and oversee construction of phase 3 of outdoor learning area.
Professional Services	Other Purchase Services (travel, communication)
\$1,725 Staff Training Minds in Motion, \$15,000- Implementation of Kids at Hope \$3,000-Principal, Teacher and Assistant to attend Indiana Early Childhood Conference \$300-Principal and Teacher to visit Level 4 Preschools	\$4,000-transportation of students for summer programming

SIG Staffing	
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Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Mary Padgett	PreSchool Teacher	Certified	0.6	N	Y	Title I 17-18 Grant	Preschool teacher for the new Pre School Program

	PreSchool Teacher Assistant	Non-Certified	1	N	N		Assist teacher in PreSchool. Maintain child to adult ratio of 10:1.
	K-3 Teacher Assistant	Non-Certified	1	N	N		Assist K-3 Teacher and maintain a child to staff ratio of no more than 10:1.
	K-3 Teacher Assistant	Non-Certified	1	N	N		Assist K-3 Teacher and maintain a child to staff ratio of no more than 10:1.
	K-3 Teacher Assistant	Non-Certified	1	N	N		Assist K-3 Teacher and maintain a child to staff ratio of no more than 10:1.
	K-3 Teacher Assistant	Non-Certified	1	N	N		Assist K-3 Teacher and maintain a child to staff ratio of no more than 10:1.
Kacey Frette	Parent Liaison	Non-Certified	1	N	N		Facilitate parent programs and parent communication.
	Summer School Teacher	Certified	0	Y	N		Summer school teacher to facilitate summer learning opportunities for students of poverty, ELL, or other at-risk factor.
	Summer School Teacher	Certified	0	Y	N		Summer school teacher to facilitate summer learning opportunities for students of poverty, ELL, or other at-risk factor.
	Summer School Teacher	Certified	0	Y	N		Summer school teacher to facilitate summer learning opportunities for students of poverty, ELL, or other at-risk factor.
	Summer School Teacher	Certified	0	Y	N		Summer school teacher to facilitate summer learning opportunities for students of poverty, ELL, or other at-risk factor.
	Summer School Teaching Assistant	Non-Certified	0	Y	N		Summer school teaching assistant to support teacher to facilitate summer learning opportunities for students of poverty, ELL, or other at-risk factor.
	Summer School Teaching Assistant	Non-Certified	0	Y	N		Summer school teaching assistant to support teacher to facilitate summer learning opportunities for students of poverty, ELL, or other at-risk factor.